DOCUMENT RESUME

ED 107 336 95 JC 750 376

TITLE	Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report.
INSTITUTION	Eastern Arizona Coll., Thatcher.
SPONS AGENCY	Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Aug 74
NOTE	69p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Adult Students; *Adult Vocational Education; *Community Surveys; Educational Needs; *Junior Colleges; *Manpower Needs; Occupational Surveys; Student Characteristics; *Student Needs; Vocational Education
IDENTIFIERS	*Eastern Arizona College; Needs Assessment

ABSTRACT

In order to identify vocational programs which would meet the educational desires and aspirations of the community and the manpower training needs of business and industry, Eastern Arizona College (EAC) conducted a needs assessment of the Globe-Miami area. During the Spring semester of 1973-74, existing demographic and other data were reviewed; a questionnaire was sent to high school juniors, seniors, their parents, and selected EAC students; a second questionnaire was sent to a ten percent random sample of the adults residing in the area; and a third questionnaire was sent to local businesses and industries. Existing and potential employment opportunities and the amount of training available through other institutions and agencies were also analyzed. Survey results and final analysis of the data are presented. Identified target groups included the handicapped, persons needing job upgrading, school dropouts, senior citizens, and women returning to the labor market. It was concluded that the vocational programs that would meet the needs of both the community and business and industry were: Business, Sales/Mid-Management, and Secretarial; Auto/Diesel Mechanics; Justice Administration; Home Economics; and Electronics, Drafting, and Mining Technology. The questionnaires are appended. (DC)

ED107336

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FINAL REPORT

Project No. 74-RMG-1303

Educational Needs Assessment of Adults in the Globe-Miami Area

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Jesse U. DeVaney, Director
Institutional Research

Dr. Dean A. Curtis, President
Eastern Arizona College
Thatcher, Arizona 85552

August, 1974

JC 750 376

ACKNOWLEDGEMENTS

Grateful acknowledgement, is made for the grant received from the Research Coordinating Unit, Department of Vocational Education, Arizona State Department of Education which made this project possible. An expression of thanks to the President of EAC, Dr. Dean A. Curtis, for his wholehearted support of this effort.

The project is indebted to Mr. William J. Mayo, Director of the Arizona Department of Economic Security for providing the assistance of Mr. Frank Naylor and Mr. Richard A. Froncek in obtaining basic information concerning Gila County.

Of the many individuals who have cooperated to bring about the completion of this study, special and grateful acknowledgements for their perserverance and dedication are made to the Dean of Occupational Education, Dr. Ralph Orr, and to the Advisory Committee who are listed below with the area they represented.

Members of the Advisory Committee
(Alphabetically)

Burton Bordine, Ph.D. . . . . Administrator, Gila Pueblo Campus

Jesse De Vaney . . . . . Director Research & Development, Eastern Arizona College

Noel Gillespie . . . . . Mechanical Department Manager, Cities Service Company

Darryl Irish . . . . . Superintendent Miami Schools

Barbara Jarvis . . . . . Housewife

William Merrifield . . . . . Field Underwriter New York Life Insurance Company

Elwood Miller . . . . . Superintendent Globe Schools

Joe Rios. . . . . Assistant Manager, Globe Office Arizona Department of Economic Security

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
LIST OF FIGURES	viii
SUMMARY	ix
Chapter	
1. INTRODUCTION	1
BACKGROUND INFORMATION	1
STATEMENT OF THE PROBLEM	1
GOALS	1
OBJECTIVES	2
GENERAL PROJECT DESIGN AND PROCEDURES	3
2. DEMOGRAPHIC DATA	8
POPULATION OF THE GLOBE-MIAMI AREA	8
ETHNIC BACKGROUND	8
EDUCATIONAL BACKGROUND	8
EMPLOYMENT, UNEMPLOYMENT, AND HANDICAPPED	11
FAMILY INCOME	13
SUMMARY OF CONCLUSIONS	14
3. DESIRES AND ASPIRATIONS OF THE ADULT COMMUNITY	15
RESPONSES	15
ANALYSES OF STUDENT QUESTIONNAIRE	16
ANALYSES OF SELECTED ITEMS OBTAINED FROM THE QUESTIONNAIRE COMPLETED BY ALL GROUPS	22
ANALYSES OF PARENTS' QUESTIONNAIRE	27
SUMMARY OF CONCLUSIONS	28

TABLE OF CONTENTS CONTINUED

Chapter		Page
4.	VOCATIONAL TRAINING AVAILABLE IN THE GLOBE-MIAMI AREA	29
	PUBLIC SCHOOLS	29
	UNIONS	30
	BUSINESS AND INDUSTRY	30
	CONCLUSIONS	30
5.	BUSINESSES AND INDUSTRIES	32
	RESPONSES	32
	ANALYSES OF BUSINESS AND INDUSTRY QUESTIONNAIRE	32
	SUMMARY OF CONCLUSIONS	42
6.	RESULTS, EVALUATIONS, PROBLEMS AND SUGGESTIONS	43
	RESULTS	43
	EVALUATION	43
	PROBLEMS	43
	SUGGESTIONS	47
7.	CONCLUSIONS AND RECOMMENDATIONS	48
	CONCLUSIONS	48
	RECOMMENDATIONS	48
BIBLIOGRAPHY		51
APPENDICES		
A.	STUDENT AND RANDOM SAMPLE QUESTIONNAIRES	54
B.	PARENTS' QUESTIONNAIRE	56
C.	BUSINESS AND INDUSTRY QUESTIONNAIRE	57

LIST OF TABLES

Table		Page
1.	Business and Industrial Firms by Approximate Number of Employees	6
2.	Percentage of Graduates Enrolling in College	9
3.	Globe High School Graduates Enrolling in College by Type of Institution Attended	9
4.	Miami High School Graduates Enrolling in College by Type of Institution Attended	10
5.	Educational Level 25 Years and Over	10
6.	Employed Persons 16 Years of Age and Over by Occupation	11
7.	Employed Persons 16 Years of Age and Older by Industry	12
8.	Anglo and Spanish American Family Income	13
9.	Student Response Rate	15
10.	Response Rate for Parents of High School Seniors	16
11.	Plans for Fall, 1974	16
12.	Type of Business Students Entering Labor Force Plan to Work For	17
13.	Type of Job Students Entering Labor Force Plan to Obtain	18
14.	Type of Institution Will Attend	18
15.	Need for Financial Aid to Complete Educational Plans	19
16.	Area of Educational Interest for Seniors and E.A. Students by Type of Institution they Plan to Attend	20
17.	Preference for Location of Schooling	21
18.	Colleges and Universities Students Planned to Attend	21

LIST OF TABLES
CONTINUED

Table		Page
19.	Percent Response by Sex	22
20.	Percent Responses by Age Category	22
21.	Highest Grade Completed	23
22.	Occupational Status	23
23.	Comparison of Occupational Categories Between E.A. Students and Random Sample	24
24.	Comparison Between E.A. Students and Random Sample of Industrial Area in Which Those Working Full-Time are Employed.	25
25.	Choice of Programs Indicated by Students and Random Sample in Rank Order	26
26.	Five Highest Ranking First Choice Programs.	27
27.	Type of Education or Training Parents Had Suggested to Child.	27
28.	Vocational Programs in the Globe-Miami High Schools.	29
29.	Number of Firms by Industrial Classification Indicating Formal Training Programs	31
30.	Business and Industry Response Rate	32
31.	Number of Firms, Full-Time and Part-Time Employees by SIC Code	33
32.	Size of Firm by Number of Full-Time Employees	34
33.	Number of Family Firms and Family Members Employed	35
34.	Major Areas of Study Desired by Respondents.	36
35.	Current Employees by Job Classification Within Industries	37

LIST OF TABLES
CONTINUED

Table		Page
36.	Vacancies Within Industries By Job Classification.	39
37.	New Positions Projected for 1977.	40
38.	Comparison by Job Classification of Firms Willing to Hire Handicapped With the Total Firms.	41
39.	Minimum Years of Education Required by Job Classification	41

LIST OF FIGURES

Figure		Page
1.	Non-Participants in the Labor Force 16 Years and Older	13
2.	Matrix to Determine Programs Desired by Both the Community and Business and Industry	44
3.	Matrix to Determine Vocational Programs Which Should be Offered	46

SUMMARY

The time period covered by the project was four and one-half months--February 14, 1974 through June 30, 1974. Listed below were the goals and objectives of this project.

Goal 1. To determine the educational desires and aspirations of the adult community. Objectives for meeting this goal were: 1. review demographic and other existing data to identify potential educational needs of adults residing in the Globe-Miami area; 2. develop and administer a survey instrument to high school juniors, seniors, their parents, and Eastern Arizona College students enrolled at the Gila-Pueblo to determine their educational desires and aspirations; 3. develop and administer a survey instrument to a ten percent random sample of the adult population to determine their educational desires and aspirations; and 4. review and analyze the data obtained in objectives 1-3 to identify the educational desires and aspirations of the adult population, potential vocational programs, and target population.

Goal 2. To determine the manpower training and educational needs of the businesses and industries located in the Globe-Miami area. The objective for this goal was to determine the (a) existing vocational employment opportunities, (b) emerging vocational employment opportunities, and (c) immediate and long-range projections of the job market and supply of trained labor in the Globe-Miami area.

Goal 3. To determine the different types of vocational training programs currently available in the Globe-Miami area and the agencies offering these programs. The objective for this goal was to determine the types of vocational training offered in the Globe-Miami area.

Goal 4. To determine the types of vocational programs needed to fulfill both the educational desires and aspirations of the community and the manpower training needs of business and industry without duplicating the training efforts being made by other agencies. The objective for this goal was to determine the specific vocational programs which should be offered in the Globe-Miami area that would not duplicate efforts being made by other agencies and the target group for which they were intended.

Procedures followed included surveying: (1) Globe-Miami high school juniors, seniors, parents of seniors, and students enrolled in Eastern Arizona College courses in the Globe-Miami area; (2) a random sample of the residents of the area; (3) businesses and industries of the area; and (4) public and private agencies offering vocational programs. Students completed their questionnaires in class, parents by mail, the random sample and business and industry by mail or personal interview, and (5) the agencies offering vocational programs by personal interview. The information gathered was coded and processed through the computer. Utilizing the results the Advisory Committee and project director developed two matrices to determine--(1) programs desired by

both the community and business and industry, and (2) vocational programs which should be offered in the Globe-Miami area.

The programs desired by both the community and business and industry were: Business, Sales/Mid-Management, Secretarial, Auto/Diesel Mechanics, Transfer Type Programs, Justice Administration, Home Economics, Electronics, Drafting, Mining Technology, and General. Due to the restrictions imposed by those agencies offering programs, it was concluded that it would be logical for EAC to offer all of these programs to the general public.

The Goals and Objectives of the project were achieved. The procedures and instruments developed could be adapted and used for similar surveys of other communities.

The conclusions were divided into two categories They identified target groups within the community for needed programs as well as Vocational programs of business and industry. The target groups identified were:
1. Community--Handicapped, Persons needing job upgrading, School dropouts, Senior Citizens, and Women returning to the labor market.
2. Business and Industry--Mining Industry, and Wholesale-retail firms

The vocational programs needed to serve the above groups were: Business, Sales/Mid-Management, Secretarial, Auto/Diesel Mechanics, Justice Administration, Home Economics, Electronics, Drafting, and Mining Technology.

The recommendations called for full development of the following programs: Business, Sales/Mid-Management, Secretarial, Auto/Diesel Mechanics, Justice Administration, and Home Economics. Areas recommended for further investigation were: Electronics, Drafting, Mining Technology, and programs for Handicapped. The areas recommended for Expansion were: General and Transfer programs and special interest courses. In addition, it was recommended that EAC embark on a program designed to acquaint the entire community of the many wasy the college might be of assistance.

Chapter 1

INTRODUCTION

Eastern Arizona College has been offering off-campus classes in the Globe-Miami area for several years. Recently the program offerings have been expanded as a result of the Gila Pueblo located on the outskirts of Globe. The overwhelming support of the program by residents of the Globe-Miami area was demonstrated by the number of students registered for classes in the fall of 1973. One-third of the classes offered were vocational Classes.

Eastern's five year plan for that area includes an expansion in both program offerings and instructional staff. Emphasis will be placed in the vocational area.

In order to provide quality vocational programs which will meet the educational desires and aspirations of the community and the manpower training and educational needs of business and industry, it was necessary to do a needs assessment of the Globe-Miami area.

BACKGROUND INFORMATION

There was a study of employment needs made for the Gila County in 1970 by the Cooperative Extension Service, the University of Arizona, Tucson, Arizona. This study was limited in that it represented only 12 percent of the business and industries in the county. Because of this limitation, it did not provide sufficient information concerning the needs of business and industry in the Globe-Miami area. Other manpower information was also available for the state as a whole, but not specifically for the target area. Comprehensive information regarding the educational desires and aspirations of the community was not available.

STATEMENT OF THE PROBLEM

Eastern Arizona College proposed that a comprehensive plan for vocational education in the Globe-Miami area be developed which would provide for the integration of needed vocational education programs at the Gila Pueblo into the total educational program of the Globe-Miami area. This comprehensive plan would determine the (1) educational desires and aspirations of the community, (2) manpower training and educational needs of business and industry, (3) different types of vocational training programs needed to fulfill identified needs and that were not being offered by another agency.

This plan would identify emerging occupations in the Globe-Miami area and avoic unnecessary duplication of vocational offerings.

GOALS

The goals of this project were to determine the:

1. Educational desires and aspirations of the adult community in the Globe-Miami area.

2. Manpower training and educational needs of the businesses and industries located in the Globe-Miami area.

3. Different types of vocational training programs currently available in the Globe-Miami area and the agencies offering these programs.

4. Types of vocational programs needed to fulfill both the educational desires and aspirations of the community and the manpower training needs of business and industry without duplicating the training efforts being made by other agencies.

OBJECTIVES

The objectives to meet the goals are listed below. The first number designates the goal to which the objective applies.

1.1 During the Spring Semester of the 1973-74 academic year, Eastern Arizona College reviewed demographic and other existing data to identify potential educational needs of adults residing in the Globe-Miami area as evidenced by a report summarizing the data reviewed.

1.2 During the Spring Semester of the 1973-74 academic year, Eastern Arizona College developed and administered a survey instrument to high school juniors, seniors, their parents, and Eastern Arizona College students enrolled at the Gila Pueblo to determine their educational desires and aspirations.

1.3 During the Spring Semester of the 1973-74 academic year, Eastern Arizona College developed and administered a survey instrument to a ten percent randomly selected sample of the adult population residing in the Globe-Miami area to determine their educational desires and aspirations.

1.4 During the Spring Semester of the 1973-74 academic year, Eastern Arizona College reviewed and analyzed the data obtained in Objectives 1 - 3 identifying the educational desires and aspirations of the Globe-Miami adult population, potential vocational programs, and target populations.

2.1 During the Spring Semester of the 1973-74 academic year, Eastern Arizona College determined the (a) existing vocational employment opportunities, (b) emerging vocational employment opportunities, and (c) immediate and long-range projections of the job market and supply of trained labor in the Globe-Miami area.

3.1 During the Spring Semester of the 1973-74 academic year, Eastern Arizona College determined the types of vocational training offered in the Globe-Miami area including the types of training available, approximate number of students enrolled, and the cost to the student.

4.1 During the Spring Semester of the 1973-74 academic year, Eastern Arizona College determined the specific vocational programs which should be offered in the Globe-Miami area that would not duplicate efforts being made by other agencies and the target group for which they are intended.

GENERAL PROJECT DESIGN AND PROCEDURES

Description of the General Project Design

At the first advisory committee meeting, the committee concurred with dividing the project into the five phases listed below.

1. Review of available demographic data.
2. Development and administration of questionnaire for high school seniors, students enrolled for EAC courses in the Globe-Miami area, and a random sample.
3. Development and administration of a questionnaire for business and industry located in the Globe-Miami area.
4. Determination of existing vocational programs in the Globe-Miami area.
5. Analysis of the data received to determine possible vocational programs that EAC could offer.

Review of Demographic Data

Preliminary inquiries to the Arizona Department of Economic Security, U.S. Census Bureau, Valley National Bank Research Department and other sources revealed that complete demographic data for the Globe-Miami area was unavailable due to its small population. However, the 1970 census head count was available for this area and some data was also available on a county basis.

To determine the present population of the Globe-Miami area the committee made the following assumption.

> "The total population of the study area could be estimated by determining the ratio of the 1970 electrical utility hookups to the 1970 census figures and applying this ratio to the number of electrical utility hookups in 1974."

A study of census data for the county revealed that approximately 59 Blacks resided in all of Gila County. Comparison of County Census Data with the reservation census track indicated that most Indians live on the reservation. The local Arizona Employment Office estimated

less than 150 resided in the Globe-Miami area.

The Committee considered the number of Blacks and Indians residing in the Globe-Miami area to be too small to be of significance for the purposes of this study. Therefore, the percentages derived from Census Data are only for Anglos and Spanish surnamed groups.

Analyses were made from County Census Data to obtain income level, educational level, employment, unemployment, ethnic background, physical and mental handicaps, and dropouts. The U of A was contacted to obtain data on continuation beyond high school.

Development and Administration of Questionnaire for High School Juniors and Seniors, EAC Students, Random Sample, and Parents of High School Seniors.

The Committee suggested that if possible a questionnaire be developed that could be given to both the student groups and the random sample. Questionnaires prepared for similar surveys were utilized in preparing the questionnaire which the committee modified and approved. It was then field tested on persons from the various groups to be surveyed. Modifications were made as a result of the field test.

The final questionnaire consisted on two pages (Appendix A). Page 1 was given only to students and the second page to both students and the random sample. The G E D question was deleted from the high school questionnaires. Globe and Miami high school juniors completed the questionnaires in their American History class and the seniors in their American Government or Free Enterprise class. All EAC classes completed the questionnaires during a specified week. It took approximately three minutes for a student to complete the questionnaire.

Random Sample

Each person listed in the new Globe-Miami directory was assigned a sequential number. This directory included all residents in Claypool, Wheatfields, and other settlements near Globe-Miami. A table of Random Number was used to select approximately 10% (900) of the persons in the directory. The Committee felt that personal interviews would produce better results. Interviewers, who had had some college, were hired to conduct the interviews.

Two major difficulties were encountered while attempting to complete the first 300 interviews. They were:

1. Persons refusing to answer the questionnaire.
2. The specified person was not at home necessitating several trips to complete the interview.

In order to complete these interviews the following changes were made:

1. Instead of interviewing the specified person, the adult

answering the door would be interviewed.

2. If no one was at home, the interviewer would try to interview the adult in the house to the left and if no one answered to go to the house on the right.

The following procedures were used for surveying the remaining 600 persons. Each person was mailed a letter explaining the purposes of the survey and asking them to complete the enclosed questionnaire. They were given the option of returning the completed questionnaire in a postage paid envelope or having a representative of the college pick it up at home.

Interviewers were sent to the homes of those not responding by mail and used the modified selection procedures developed for the first 300.

Parents of High School Seniors

A short questionnaire was developed to determine how parents felt about further education for their children. After field testing and modifications it was mailed to the parents of Globe-Miami high school seniors. The purpose of the survey was explained and they were asked to complete and return the questionnaire in the enclosed envelope. No follow-up was attempted on this group. See Appendix B for this questionnaire.

Development and Administration of Business and Industry Questionnaire

Questionnaires prepared for similar surveys were utilized in preparing the business and industries questionnaire which was also approved by the committee. It was then field tested on several firms and modifications were made as a result of that field test. See Appendix C for the final business and industry questionnaire.

Utilizing information from the Arizona Department of Economic Security concerning business and industries in Gila County and the yellow pages of the Globe-Miami telephone directory, a list of firms operating in this area was prepared. Where available, the approximate number of employees was included. Table No. 1 lists the firms by approximate number of employees.

Basically those firms shown in Table 1 with employee information not available were listed only in the yellow pages and not with the Department of Economic Security. Possible reasons for this are: (1) Some firms are owned and operated on a part-time basis by a single individual, (2) some firms are basically family operations employing only family members, or (3) some were duplicate in that they were listed in the yellow pages under two or more names and thus different than the one used by the Department of Economic Security.

All firms were mailed a letter explaining the purpose of the survey and asking them to complete the enclosed questionnaire. They were given the option of returning the completed questionnaire in a postage paid envelope or having a representative of the college pick it up.

Table 1

Business and Industrial Firms by
Approximate Number of Employees

Firms Employing	Number of Firms	Approximate Total Number of Employees
10 or more	59	6,456
5--9	52	343
1--4	162	356
Unavailable	169	---
Total Firms	442	

The project director met with the employment personnel of the Globe-Miami office of the Department of Economic Security. As a result of this meeting, it was determined that many of those businesses and industries employing less than five persons were basically owned and operated by families.

Because of time and budgetary limitations the following assumption was made. "Firms employing less than five persons or firms listed in the Yellow Pages and not with the Arizona Department of Economic Security present little opportunity for employment for those seeking employment." All of these firms were asked to respond to the mail questionnaire. Of those not responding, a 10% random sample was interviewed.

Efforts were made to interview all non-respondent firms employing five or more persons.

Determination of Vocational Training Available In the Globe-Miami Area.

Public Schools. The project director interviewed the principals of Globe and Miami high schools to determine the (a) types and level of vocational training offered, (b) number of students in each type of vocational training, (c) average number of yearly graduates in each program, and (d) cost to the student.

Private Schools. Private schools were contacted by telephone to determine if they offered vocational training. There were no private schools offering vocational programs.

Business and Industries. The Committee suggested that a question be inserted in the business and industry questionnaire to determine the firms providing on-the-job training. This was done. (Appendix C).

Unions. The project director personally contacted the Electrical Union

to obtain information concerning the training it offered. This was the only union maintaining an office in the Globe-Miami area.

Determination of Specific Programs

A matrix was constructed showing the educational desires and aspirations of the community down the left side and listing the manpower training and educational needs of business and industry across the top. Checks were made in intersecting squares when a program met both community and business and industry needs.

A second matrix was constructed listing the programs meeting both community and business and industry need down the left side and agencies which offered vocational training programs across the top. Symbols were placed in the intersecting squares when the programs listed on the left side were offered by an agency across the top. Based on the results, conclusions were drawn as to the programs which EAC should offer.

Chapter 2

DEMOGRAPHIC DATA

Analyses of available demographic data were made to determine various population characteristics of the Globe-Miami area. Information was gathered pertaining to ethnic background, educational level, number of school dropouts, employment, unemployment, and handicaps.

As mentioned earlier, the committee made the following two assumptions.

1. The total population of the study area could be estimated by determining the ratio of the 1970 electrical utility hookups to the 1970 census figures and applying this ratio to the number of electrical utility hookups in 1974.

2. The number of Blacks and American Indians residing in the Globe-Miami area was too small to be of significance for the purposes of this study.

POPULATION OF THE GLOBE-MIAMI AREA

The total number of electrical utility hookups for 1970 was 6,816 and the 1970 census figures indicated a population of 18,861. The total number of electrical utility hookups for 1974 was 7,880. Based on the first assumption, the 1974 population for the Globe-Miami area was estimated to be 21,805.

ETHNIC BACKGROUND

Census data show that 7,914 Spanish surnamed persons and 16,564 Anglos resided in Gila County in 1970[1]. Using the Committee's second assumption, it was estimated that approximately 32.3% (7,043) of the individuals residing in the Globe-Miami area in 1974 were Spanish surnamed and approximately 67.7% (14,762) were Anglo.

EDUCATIONAL BACKGROUND

18--24 Years of Age

Statistics for persons in the 18--24 age group showed that 56% of the Spanish Americans were high school graduates and 59% of the total

[1]U.S., Summary Manpower Indicators for Gila County in Arizona 1970 Census of Population, Department of Labor Manpower Administration Data Systems and Reports, Region IX, June 1972, (San Francisco: Regional Manpower Administration) P.4.

(Anglo and Spanish surnamed combined) had completed high school.[2]

High School Graduates Attending College

The following analyses were made on information obtained from the Office of Institutional Studies of the University of Arizona. Each year this office obtains data showing first time enrollments in college by high school from which students graduated.

Percent of Graduates Entering College. Table 2 shows the percentage of graduates from Globe and Miami high schools that enrolled in college. Note that the percentage of graduates enrolling in college has been increasing.

Table 2

Percentage of Graduates
Enrolling in College

Year of Graduation	Globe	Miami
1969	39.6%	49.0%
1970	66.4%	62.8%
1971	61.6%	53.4%

Type of Institution Attended. Analyses of those high school graduates enrolling in college were made by type of institution attended. The results of these analyses are shown in Tables 3 and 4. Note that the percentage attending community colleges has been increasing.

Table 3

Globe High School Graduates
Enrolling in College
by Type of Institution Attended

Type of Institution	1969	1970	1971
Four Year	52.2%	40.2%	39.7%
Community College	41.4%	58.2%	53.8%
Out-of-state	6.1%	2.0%	5.8%

[2]Ibid., p. 7.

Table 4

Miami High School Graduates
Enrolling in College
by Type of Institution Attended

Type of Institution	1969	1970	1971
Four Year	64.7%	44.4%	47.7%
Community College	22.8%	49.2%	47.3%
Out-of-state	14.1%	6.0%	3.8%

25 Years of Age and Over

Table 5 shows the educational achievement of those persons age 25 and over.[3]

Table 5

Educational Level
25 Years and Over

Years of Education	White	Spanish	Combined
Less than 8 years	11%	25%	15%
8 Years	12%	14%	12%
9-11 Years	23%	22%	23%
4 Years High School	33%	31%	32%
1-3 Years College	12%	6%	11%
4 Years College	9%	2%	7%

From the educational data reviewed, one might infer that there was a potential need for programs in both Adult Basic Education and General Educational Development.

[3]Ibid.

EMPLOYMENT, UNEMPLOYMENT, AND HANDICAPPED

Labor Force

According to the 1970 Gila County Census Data pertaining to those persons 16 years of age and older, 53.1% were in the labor force with an unemployment rate of 3.4%.[4]

Occupation. An analysis of the labor force by occupation, Table 6, showed Craftsmen, Foremen and Related to be the largest single category--20.6%.[5] Operatives, except Transport, was second (15.6%), with the categories Professional, Technical and Related; Clerical Workers; and Service Workers next with approximately 11+% each.

Table 6

Employed Persons 16 Years of Age and Over by Occupation

Professional, Technical and Related	11.3%
Non-Farm Managers and Administrators	9.8%
Sales Workers	4.8%
Clerical Workers	11.8%
Craftsmen, Foremen and Related	20.6%
Operatives, except Transport	15.6%
Transport Equipment Operatives	5.3%
Non-Farm Laborers	5.0%
Service Workers	11.9%
Private Household Workers	1.3%
Farm Workers	2.6%
Total	100.0%

Industry. Table 7 is a listing of employed persons 16 years of age and older by industry. Services and mining employed the largest percentage with manufacturing and wholesale/retail industries employing approximately 18%, respectively.[6]

---

[4]Ibid., p. 8

[5]Ibid., p. 11

[6]Ibid., p. 12

Table 7

Employed Persons 16 Years of Age and Older by Industry

Agriculture	3.4%
Mining	20.6%
Construction	6.9%
Manufacturing	18.0%
Transportation, Communication, Electricity, etc.	4.2%
Wholesale/Retail	18.2%
Finance, Insurance, and Real Estate	2.6%
Services	21.0%
Public Administration	5.1%
Total	100.0%

Non-Participants in the Labor Force

Those persons not in the labor force comprised 46.9% of this age group (16 and older).[7] Figure 1 shows a breakdown of those not in the labor force.

The category "other under 65" includes, mainly, housewives and constitutes the largest group with "other over 65" being the second largest.

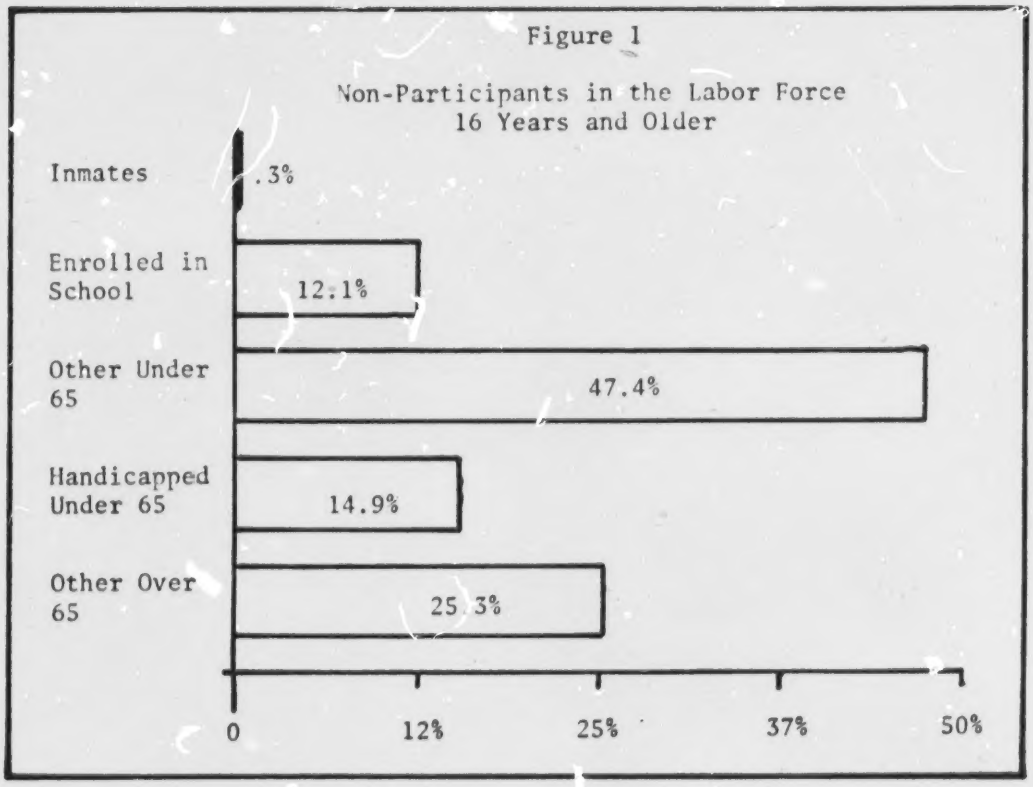
Note that 14.9% of those not in the labor force were handicapped or disabled. Of this category, 26% were males and 74% women.

At least four possible program needs were identified from this information: (1) Refresher or training programs for women interested in returning to the labor market, (2) Vocational programs for the handicapped, (3) Senior Citizen's programs, and (4) Leisure or self-improvement programs.

[7] Ibid., p. 9.

Figure 1

Non-Participants in the Labor Force
16 Years and Older



FAMILY INCOME

Table 8 shows 1970 Census Data concerning family income for Anglos, Spanish Americans, and both groups combined.[8] Note that 20.4% of the combined groups had a family income below $5,000 and 13.8% had incomes between $5,000 and $6,999. It was inferred that persons in these two income groups could possibly benefit from programs designed to upgrade their skills.

Table 8

Anglo and Spanish American Family Income

Income	Anglo	Spanish American	Combined
0 - $4,999	22%	16%	20.4%
5,000 - 6,999	14%	15%	13.8%
7,000 - 9,999	28%	38%	31.0%
10,000 - 14,999	24%	22%	23.3%
15,000 and over	12%	9%	11.4%

[8]Ibid., p. 13.

SUMMARY OF CONCLUSIONS

From the demographic data reviewed, the Committee inferred that the programs listed below were possibly needed in the Globe-Miami area.

1. Adult Basic Education and General Education Development programs.
2. Refresher or training programs for women interested in returning to the labor market.
3. Vocational programs for the handicapped.
4. Senior Citizens programs.
5. Leisure or self-improvement programs.
6. Upgrading skills program.

Chapter 3

DESIRES AND ASPIRATIONS OF THE ADULT COMMUNITY

As mentioned earlier, one page of the survey instrument was completed by both the students and a random sampling of adults. An additional page was designed specifically for students. A different instrument was used for the parents of high school seniors. Information concerning the responses of each group follows.

RESPONSES

Student

Table 9 shows the rate of responses for each of the three categories of students. The overall response rate for students was 45%.

Table 9

Student Response Rate

Student Category	Total in Category	Total Responses	Percent of Response
High School Juniors	356	199	56%
High School Seniors	297	220	74%
E.A. Students	819	238	29%
Total	1472	657	45%

Random Sample

The Globe-Miami City Directory listed approximately 9,136 adults residing in the immediate area. A survey by mail and personal interviews were utilized in an attempt to contact 900 randomly selected Globe-Miami residents. (See page for procedure details.)

A total of 624 persons completed the questionnaire in this group. Of the 624 total, 534 were interviewed, and 90 responded to the mailing.

Due to changes in procedures, it was impractical to determine a response rate for the random sample. However, each of 600 persons was mailed a questionnaire. Fifteen percent of these persons completed and returned the questionnaire; nine percent of the mailed instruments were undeliverable. Of those interviewed, approximately 47% were the specified person, 26% resided in the home of the specified person, 17% lived in the house to the left and 9% lived in the house to the right of the specified person.

Parents

Table 10 shows the response rate for the survey of high school seniors' parents. The overall response rate for this mailing was 9.4%.

Table 10

Response Rate for Parents of High School Seniors

Parents of:	Mailed	Responded	Percent of Responce
Miami High School Seniors	129	13	10.1%
Globe High School Seniors	168	15	8.9%
Total	297	28	9.4%

ANALYSES OF STUDENT QUESTIONNAIRE

Information obtained from the page completed by students only was basically analyzed to categorize the students' plans for Fall, 1974. The number of students planning to go to work full-time and the number planning to continue their educations was thus determined.

Table 11 shows the responses of the students surveyed concerning their plans for the Fall of 1974. Note that 178 of the high school seniors planned to continue their educations either this fall or at a later date.

Table 11

Plans for Fall, 1974

	Juniors	Seniors	E.A.	Total
Continue this fall	118	103	113	354
Go to work, continue later	27	41	13	81
Go to work	11	18	5	34
Work, school part-time	16	29	52	97
Military	8	14	--	22
Other	12	11	23	46
Blank	7	4	12	23
	199	220	238	657

Students Planning to Work Full-Time

Analyses were made to determine both the type of business and type of job each student intended to enter in an effort to identify potential types of vocational programs needed. Those students planning to work full-time this fall were asked to indicate the type of business and job they planned to obtain.

Type of Business. Table 12 is an analysis of their responses by type of business. The largest single business indicated was mining. Over 50% of the high school juniors and seniors left this item blank.

Table 12

Type of Business Students
Entering Labor Force Plan to Work For

	Juniors	Seniors	E.A.	Total
Forestry, Agriculture		1	1	2
Mining	2	11	26	39
Contract Construction	2	7	2	11
Manufacturing	-	-	1	1
Electric, Gas	-	1	2	3
Wholesale, Retail	8	5	-	13
Real Estate, Insurance	3	2	6	11
Services	1	8	7	16
Government	1	5	3	9
Blank	37	48	22	107
	54	88	70	212

Type of Job. These same students were also asked to indicate the type of work they planned to obtain. Table 13 shows by broad area their responses to this item.

The area of work listed most often by the juniors, seniors, and E.A. students was Clerical and Sales Occupations. The second most frequently mentioned item was Service Occupations for juniors, Structural Work Occupations for seniors, and Professional, Technical, and Managerial for E.A. students. Combining the three categories would indicate that the two largest areas were Clerical and Sales Occupations and Structural Work Occupations. The percentage leaving this item blank in each of the three categories was: Juniors--52%, Seniors--39%, E.A. students--29%.

From this data, the Committee inferred that there was a need for courses related to Clerical and Sales, Structural, and Service areas.

Table 13

Type of Job Students
Entering Labor Force Plan to Obtain

Occupational Area	Juniors	Seniors	E.A.	Total
Professional, Technical, and Managerial Occupations	1	4	11	16
Clerical and Sales Occupations	15	23	12	50
Service Occupations	7	5	3	15
Farming	--	1	1	2
Machine Trades Occupations	--	5	9	14
Structural Work Occupations	1	12	8	21
Misc. Occupations	2	4	6	12
Blank	28	34	20	82
	54	88	70	212

Students Planning to Continue Their Educations

Students planning to continue their educations this fall were asked to indicate the type of institution they would attend, where it is located, and their major. In addition, information concerning financial aid, preference for location of schooling, and schools they plan to attend was gathered.

Type of Institution They Plan to Attend. Table 14 shows the responses from the two student categories--Seniors and E.A. students. Over 54 percent of the seniors indicated they planned to attend either a university or community college. Twenty-seven percent left this item blank. The largest category for E.A. students was community college--over 55 percent. Thirty percent of these students left this item blank.

Table 14

Type of Institution Will Attend

	Seniors		E.A. Students	
	Number	Percentage	Number	Percentage
University	57	(25.9)	20	(8.4)
Jr. College	63	(28.6)	132	(55.4)
Trade School	16	(7.2)	4	(1.6)
Apprenticeship	11	(5.0)	8	(3.3)
Finish High School	13	(5.9)	2	(.8)
Blank	60	(27.2)	72	(30.2)

Area of Interest. A Taxonomy of Instructional Programs in Higher Education was used to group the educational majors of the students into broad discipline divisions. Table 16 on the next page shows the various discipline divisions indicated by the high school seniors and E.A. students and the types of institutions they planned to attend.

The two largest categories were:

1. Mechanical and Engineering Technologies (approximately 10%.)
2. Business and Commerce Technologies (approximately 10%).

The next four categories in rank order were:

1. Health Services and Paramedical Technologies
2. Education
3. Interdisciplinary Studies
4. Engineering

Note that students planning to attend community colleges were the largest group not indicating majors.

Need for Financial Aid. Table 15 shows an analysis of high school seniors and E.A. students by type of institution they planned to attend concerning need for financial aid to carry out their educational plans. Sixty-five percent of both seniors and E.A. students indicated a need for financial aid to attend a university. Of those planning to attend a junior college, 60% of the seniors expressed a need for financial aid as compared to 25% of E.A. students responding.

The inferrence drawn from this data was the need to expand the financial aid program at the Gila Campus.

Table 15

Need for Financial Aid
To Complete Educational Plans

	Need Financial Aid		Do Not Need Financial Aid		Blank	
	Sr.	E.A.	Sr.	E.A.	Sr.	E.A.
University	65%	65%	31%	35%	4%	0
Junior College	60%	25%	32%	67%	8%	7%
Trade School	31%	25%	62%	75%	6%	0
Apprenticeship	9%	12%	73%	75%	18%	12%

Table 16

Area of Educational Interest
for Seniors and E.A. Students
by Type of Institution They Plan To Attend

Educational Area	University		Jr. College		Trade		Apprentice-ship		Total		Total
	Sr.	EA	Sr.	EA	Sr.	EA	Sr.	EA	Sr.	EA	
Agriculture and Natural Resources	4	1	1						5	1	6
Architecture and Environmental Design	1								1		1
Biological Sciences	1		1	1					2	1	3
Business and Management	5	3	1						6	3	9
Communications	3		1						4		4
Education	5	2	7	5					12	7	19
Engineering	7		3	1		1	1		11	2	13
Fine and Applied Arts	1			11					1	11	12
Foreign Languages		1								1	1
Health Professions	7		2	3					9	3	12
Home Economics	2								2		2
Law	3		1	2					4	2	6
Letters		1	1						1	1	2
Mathematics				1						1	1
Physical Sciences	2								2		2
Psychology	1		1	4					2	4	6
Public Affairs and Services	3	1	3	2					6	3	9
Social Sciences	3		1	8					4	8	12
Interdisciplinary Studies	2	1	4	9					6	10	16
Business and Commerce Technologies			9	19	3				12	19	31
Health Services and Paramedical Technologies			8	12	5				13	12	25
Mechanical and Engineering Technologies		1	4	12	6		6	3	16	16	32
Natural Science Technologies				1						1	1
Public Serv. Related Technologies				2						2	2
Miscode			1						1		1
Blank	7	9	14	39	2	3	4	5	27	56	83

Preference for Location of Schooling. An analysis of high school seniors and E.A. students by type of institution they planned to attend concerning whether or not they preferred to stay at home or go away from home to obtain their schooling is shown in Table 17.

Table 17

Preference for Location of Schooling

	Stay at home		Away from home		Blank	
	Sr.	E.A.	Sr.	E.A.	Sr.	E.A.
University	17%	65%	77%	30%	5%	5%
Junior College	41%	85%	57%	7%	2%	7%
Trade School	25%	100%	56%	0	19%	0
Apprenticeship	64%	75%	0	0	36%	25%

In all but one category (apprenticeship) the majority of high school seniors preferred to attend a school away from home, whereas, the majority of E.A. students preferred to stay at home and further their education.

Colleges and Universities They Plan to Attend. Table 18 shows the colleges and universities that high school seniors and E.A. students indicated they planned to attend.

Table 18

Colleges and Universities
Students Planned to Attend

Institution	Seniors	E.A.	Total
Arizona State University	15	5	20
Northern Arizona University	20	4	24
University of Arizona	16	2	18
Cochise College	1		1
Eastern Arizona College	10	7	17
Gila Pueblo Campus	8	103	111
Maricopa Technical College	4	1	5
Mesa Community College	19		19
Pima Community College	2		2
Other*	7	3	10
Blank	18	27	45

*Includes Business Schools, out-of-state colleges, etc.

ANALYSES OF SELECTED ITEMS OBTAINED FROM THE QUESTIONNAIRE COMPLETED BY ALL GROUPS

Sex

For the purpose of this study, analyses were made of all groups by sex and age group. Analyses and comparisons were made between E.A. students and the random sample for Highest Grade Completed, Occupational Status, and those working full-time. All groups were combined for the analyses of Area of Educational Interest.

Table 19 shows the percentage of males and females responding in each group. The high school juniors had the highest percentage of females, while the seniors were most like the random sample.

Table 19

Percent Response by Sex

Group	Male	Female	Blank
High School Juniors	35.1	60.3	4.5
High School Seniors	45.9	52.2	1.8
E.A. Students	48.7	47.7	3.7
Random Sample	45.1	53.3	1.4

Age Category

The percentage response by age category for each group is shown in Table 20. Note that in the age categories 22 through 39 the percentage of E.A. students was higher than the random sample. Starting with age 40, the percentage of E.A. students dropped below the random sample. This might indicate that new programs should be considered to reach those 40 and over.

Table 20

Percent Responses by Age Category

Age	Juniors	Seniors	E.A.	Random
16-17	73.3	31.0	1.2	2.0
18-19	21.0	62.0	6.3	4.9
20-21	1.5	.5	2.9	3.8
22-24		.9	13.4	4.4
25-30		1.3	20.5	12.8
31-39		.9	28.1	17.6
40-49		.9	15.9	21.4
50-59			6.3	16.0
60 & over			2.9	15.7
Blank	2.0	1.8	2.1	.9

Highest Grade Completed

Responses for the highest grade completed from both E.A. wtudents and the Random Sample were compared (Table 21). Over 30 percent of the random sample had not completed high school as compared to approximately 9 percent of the E.A. students. This would indicate the need for Adult Basic Education and General Educational Development Programs, however, of those in the random sample having less than a twelfth grade education, 30 percent indicated they would be interested in a GED program.

Table 21

Highest Grade Completed

Grade Completed	E. A. Percent	Random Percent
1-8	2.1	13.6
9-11	7.1	17.9
12	47.0	37.5
13-14	23.9	17.7
15-16	9.6	8.8
Graduate	7.1	3.6
Blank	2.9	.6

Occupational Status

An analysis of the responses to the question concerning occupational status is shown in Table 22. More than one response for this item was possible. The results showed that a larger percentage of E.A. students were working than those persons in the random sample. However, there was a higher percentage of housewives, unemployed, and retired persons in the random sample. One might conclude that programs are needed to better meet the needs of these groups.

Table 22

Occupational Status

Occupational Status	E.A. Percent	Random Percent
Working full-time	67.2	51.9
Working part-time	11.7	6.0
Student	17.6	6.8
Housewife	26.4	34.9
Unemployed	1.2	3.6
Retired	2.9	11.2
Disabled	0	.9
Other	6.3	.4

Working Full-Time. Comparisons were made between E.A. students and the Random Sample working full-time by occupation (Table 23) and by industrial areas (Table 24) to determine possible occupational and industrial groups that were not utilizing the present educational program at the Gila Pueblo. Both comparisons revealed that persons having full-time employment were taking advantage of classes at the Gila Pueblo to a greater extent than other groups (those shown as blanks).

The comparison of occupational categories, Table 23, showed two categories in which the percentage of persons attending the Gila Pueblo was lower than the random sample--Service Occupations and Processing Occupations.

Table 23

Comparison of Occupational Categories
Between E.A. Students and Random Sample

Occupational Categories	E.A.	Random
Professional, Technical, and Managerial Occupations	15.1%	9.6%
Clerical and Sales Occupations	17.2%	13.8%
Service Occupations	4.6%	6.2%
Farming, Fishery, Forestry, and Related Occupations	.4%	.2%
Processing Occupations	1.3%	2.1%
Machine Trades Occupations	9.2%	3.5%
Structural Work Occupations	9.2%	6.7%
Miscellaneous Occupations	9.7%	8.0%
Blank	33.2%	49.8%
Total	99.9%	99.9%

The comparison by industrial area, Table 24, also revealed one area in which the percentage of persons attending the Gila Pueblo was definitely lower than the random sample--Wholesale and Retail Trade.

Table 24

Comparison Between E.A. Students
and Random Sample of Industrial Area
in Which Those Working Full-Time are Employed

Industrial Area	E.A.	Random
Agriculture, Forestry, and Fisheries	.85%	.64%
Mining	28.51%	16.98%
Contract Construction	2.97%	2.72%
Manufacturing	.85%	.32%
Transportation	2.12%	1.92%
Wholesale and Retail Trade	2.97%	8.01%
Finance, Insurance, and Real Estate	7.65%	4.48%
Services	11.06%	9.61%
Government	8.51%	3.84%
Blank	34.46%	51.44%
Total	99.95%	99.96%

Area of Educational Interest

Both the students and the adults in the Random Sample were asked to indicate their first, second, and third choices of programs they would take if offered at the Gila Pueblo next fall. Of the total respondents, 83.5% answered the question. One might assume from this that there was a high interest in the community for additional education or training.

The respondents were then asked to indicate if their first choice would be for a degree, job upgrading, or for their own interest. Table 25 shows the programs indicated by the combined groups. Overall, the five most frequently indicated programs were: (1) Business, (2) Psychology, (3) Nursing, (4) Home Economics, and (5) Automotive. Programs listed by respondents under "Other" were for the most part specific courses which would be available if the programs listed in the questionnaire were offered. There were 229 persons who did not indicate a choice.

Table 25

Choice of Programs Indicated by
Students and Random Sample in Rank Order

Program	1st Choice				2nd Choice	3rd Choice	Tot.
	Degree	Job Upgrading	Own Interest	Sub-Tot.			
Business	38	60	55	153	77	49	279
Psychology	9	7	19	35	68	70	173
Nursing	40	12	23	75	52	37	164
Home Economics	4	3	33	40	59	58	157
Automotive	4	12	23	39	65	47	151
Photography	8	9	34	51	53	43	147
Art	6	2	31	39	56	48	143
Law Enforcement	26	18	23	67	27	35	129
Jewelry	4	1	44	49	53	21	123
Diesel	6	30	15	51	34	22	107
Pre-Med & Pharmacy	31	1	9	41	43	19	103
Mining Technology	4	8	19	31	27	39	97
Biological Science	10	6	10	26	38	29	93
Mechanical Engineering	3	17	9	29	33	27	89
Elementary Education	22	2	8	32	29	25	86
Electronics	11	13	9	33	22	28	83
Anthropology	8	1	22	31	30	22	83
Physical Education	5	1	11	17	26	31	74
Drafting	8	8	5	21	23	19	63
General	8	3	4	15	30	16	61
Political Science	9	2	2	13	19	25	57
Agriculture	8	5	15	28	12	16	56
Secondary Education	6	2	6	14	15	19	48
Other	29	22	50	101	55	62	218
Blank	5	3	13	21	335	474	830
Did not indicate reason for taking				229			229
Total	312	248	492	1281	1281	1281	3843

The five highest ranking first-choice programs according to reason for taking the program are shown in Table 26.

Table 26

Five Highest Ranking
First Choice Programs

Degree	Job Upgrading	Own Interest
Nursing	Business	Business
Business	Diesel	Jewelry
Pre-Med & Pharmacy	Law Enforcement	Photography
Law Enforcement	Mechanical Eng.	Home Economics
Elementary Ed.	Electronics	Art

ANALYSES OF PARENTS QUESTIONNAIRE

The responses to the questionnaire mailed to parents of high school seniors were analyzed to determine: (1) if the parents had encouraged their child to obtain education or training beyond high school, (2) area of their child's interest, and (3) if the parents would encourage their child to take classes at the Gila Pueblo.

Encouraged Child to Obtain Further Education

All respondents indicated they had encouraged their child to seek further education or training. Table 27 shows approximately 40 percent had urged their child to obtain further training through either apprenticeship training or a trade school.

Table 27

Type of Education or Training
Parents Had Suggested to Child

Type	Miami Seniors	Globe Seniors	Total
Apprenticeship Training	2	5	7
Trade School	2	2	4
Junior College	5	4	9
University	4	4	8

Area of Child's Interest

No pattern was descernible from the responses, which ranged from Medicine to Electrician.

Encourage Child to Take Classes at the Gila Pueblo

Approximately 85 percent of the respondents would encourage their child to take classes at the Gila Pueblo.

SUMMARY OF CONCLUSIONS

A review of the data obtained from the adult community surveys lead the Committee to infer that there was a need for programs to better meet the needs of housewives, unemployed, retired, and those adults not having a high school diploma.

For the high school student planning to go to work, there appeared to be a need for courses related to Clerical and Sales, Structural, and Service areas. For those planning to continue their education at a university or junior college, 60 percent indicated a need for financial aid. The inferrence was that the financial aid program at the Gila Pueblo campus should be expanded.

The conclusion reached by the Committee concerning the indecisive group (those seniors and E.A. students leaving type of institution blank and leaving area of interest blank) was that there appeared to be a need for:

1. Diversity of programs, as far as possible, for exploration;
2. Basic courses designed to meet general education requirements at transfer institutions; and
3. A Career Education program.

Overall, the five most frequently indicated programs were:

1. Business,
2. Psychology,
3. Nursing,
4. Home Economics,
5. Automotive.

Chapter 4

VOCATIONAL TRAINING AVAILABLE IN THE GLOBE-MIAMI AREA

In an effort to determine the vocational training available in the Globe-Miami area, public schools, unions, and business and industry were contacted. There were no private schools offering vocational programs.

PUBLIC SCHOOLS

Table 28 shows the vocational programs available in Globe and Miami High Schools.

Table 28

Vocational Programs
in the
Globe-Miami High Schools

	Globe H.S.	Miami H.S.	Level of Training	Current Number of Students	Average Number of Graduates (Last 3 years)
Vocational Typing	X		Typist	27	32
Auto Mechanics	X		Minor Repairs	40	18
Radio and TV Repair	X		Minor Repairs	6	10
Cooperative Education					
Distributive Education	X		Salesman	59	25
Office Education	X	X	Clerical or Steno	39	40
Home Education and Related Occupations	X		Basic Food and Nursing Services	20	20
Diversified Occupations (Includes Auto Mechanics, Merchandising, Home Ec, Building Trades, Etc.)	X			25	25

Eastern Arizona College offered four vocational programs. These were in conjunction with the Personnel Department of Inspiration Consolidated Copper Company. They were Boilermakers with 8 students, Diesel Mechanics with 40 students, Instrumentation with 20 students, and Maintenance Mechanics with 45 students.

With the exception of the Instrumentation Program, not enough time had elapsed for students to complete their programs. There were 11 graduates in the Instrumentation Program.

UNIONS

Apprenticeship programs conducted in the Globe-Miami area were mainly connected with the mining industry. Crafts which offered apprenticeship programs were: Boilermakers, Electricians, Welders, Riggers, Machinist, Tinsmith, Carpenters, Mechanics, and Pipefitters.

To enter these apprenticeship programs in the Globe-Miami area, the adult must work for one of the mining companies. Basically as vacancies occur in an apprenticeship program, applicants must have sufficient seniority with the company and meet the basic entrance requirements of the particular craft.

An exception was the construction apprenticeship program of the Electrical Union. To apply for this program, the person was required to be 18--24 years of age, a high school graduate, have one year of high school algebra, pass a physical examination, and live in the union's jurisdiction. Selection from qualified applicants was made by the Joint Apprenticeship Training Committee in Tucson and was dependent on the availability of jobs. Usually, 2--4 were selected. The average number of graduates from this program for the last three years has been four a year.

BUSINESS AND INDUSTRY

Of the total firms responding to the questionnaire, 32 indicated they had a formal training program for one or more of the job classifications in their business. The type of training programs varied from providing short courses, seminars, etc. to those more of an orientation or up-dating in nature.

Table 29 shows the number of firms by industry that indicated having a formal training program.

The three job classifications most frequently indicated as having a training program were: (1) Managerial, (2) Secretarial, and (3) Sales.

CONCLUSIONS

Other than courses offered at the Gila Pueblo, there was no vocational training available to the general public in the Globe-Miami area. The first prerequisite for entrance to the training offered through the unions and business was that the person must be an employee of the firm where the program was available.

Table 29

Number of Firms by Industrial Classification
Indicating Formal Training Programs

Industrial Classification	No. of Firms
Minirg	2
Contract Construction	1
Transportation	3
Wholesale and Retail Trade	12
Finance, Insurance and Real Estate	10
Services	3
Government	1
Total	32

Chapter 5

BUSINESSES AND INDUSTRIES

Businesses and industries located in the Globe-Miami area were surveyed to determine (a) existing vocational employment opportunities, (b) emerging vocational employment opportunities, and (c) immediate and long-range projections of the job market and supply of trained labor. Information concerning the responses and the analysis of the data follows.

RESPONSES

Responses were divided by the stated number of employees into the four categories previously mentioned. Those not responding were left in their original category. Table 30 shows the rate of response for each category.

Table 30

Business and Industry Response Rate

Category	Total in Category	Total Responses	Percentage of Responses
1. 10 or more employees	74	52	70
2. 5-9 employees	54	32	59
3. 1-4 employees	17	65	38
4. Unavailable	143	39	27
Totals	442	188	43

A total of five firms refused to complete the questionnaire, four were out-of-business, 13 were non-deliverable, and 232 did not respond.

ANALYSES OF BUSINESS AND INDUSTRY QUESTIONNAIRE

For the purposes of this study, businesses and industries were grouped using the Standard Industrial Code (SIC).[1] Analyses of responses were made to determine characteristics of businesses and industries, types of training they felt would be most beneficial, and the different types of jobs in the Globe-Miami area.

---

[1] U.S., Standard Industrial Classification Manual, Executive Office of the President Bureau of the Budget, (Washington: Government Printing Office, 1967).

Characteristics

Table 31 Shows by SIC code the number of firms, full-time employees and part-time employees. Of the respondents, it is obvious that the mining industry employes the largest number of full-time employees.

Table 31

Number of Firms, Full-Time and Part-Time Employees by SIC Code

Industrial Classification	No. of Firms	Full-Time	Part-Time
Agriculture, Forestry & Fisheries	1	10	5
Mining	7	2,940	1
Contract Construction	9	171	37
Manufacturing	8	33	14
Transportation	5	54	16
Wholesale & Retail	90	514	167
Finance, Real Estate & Insurance	17	79	5
Services	37	285	77
Government	14	307	16
Totals	188	4,393	338

Note that the largest number of firms were in the wholesale/retail classification with the second largest number in the Services classification.

The inference drawn from the data in Table 31 was that because of the large number of employees, the educational and training needs of the mining industry should be considered in developing any new programs.

Size of Firm. The number of full-time employees was used as the criterion to determine the relative size of firms. Four categories were utilized--those firms indicating 1-4, 5-9, 10-24, and 25 plus full-time employees. Table 32 shows the results of this tabulation.

This data led the Committee to infer that there was a possible need for programs designed for the small business in the wholesale-retail classification.

Table 32

Size of Firm by
Number of Full-Time Employees

Industrial Classification	Full-Time Employees				
	1-4	5-9	10-24	25+	Total
Agriculture, Forestry & Fisheries			1		1
Mining	1	3		3	7
Contract Construction	2	2	1	3	8
Manufacturing	6		1		7
Transportation	2	1	1	1	5
Wholesale and Retail	54	19	13	2	88
Finance, Real Estate & Insurance	11	4	2		17
Services	26	7	1	1	35
Government	3	3	3	5	14
No response to item					6
Totals	105	39	23	15	188

Seasonal Employers. Respondents were asked to indicate whether or not they were a seasonal employer, dates of seasonal employment, and number hired for season. Forty respondents indicated they were seasonal employers. The largest number (23) were in the wholesale-retail classification.

The total number of persons employed seasonally was 230. The mining industry hired approximately 48 percent of the total.

Family Firms. Seventy-four of the respondents indicated they were basically a family business. The SIC classification having the largest number was wholesale-reatil (49). A comparison of this figure with the total wholesale-retail respondents shows 54% in this classification were family firms. Table 33 shows by SIC code the number of family firms and family members employed.

Table 33

Number of Family Firms
And Family Members Employed

Industrial Classification	Answering Yes	No. of Family Members Employed
Agriculture, Forestry & Fisheries	--	--
Mining	--	--
Contract Construction	3	7
Manufacturing	2	6
Transportation	1	3
Wholesale & Retail	49	110
Finance, Real Estate & Insurance	4	6
Services	15	33
Government	--	--
Totals	74	165

Types of Training Desired

Respondents were asked to indicate the types of programs they felt EAC should offer which would be most beneficial to their firms. Business related programs ranked first with the technologies second. Transfer, Home Economics and General followed in that order. Table 34 is a tabulation of responses by major areas of study in rank order.

Job Information

Current Employment. The Dictionary of Occupational Titles[2] (DOT) was used to classify job positions. The five job classifications which had the largest number of persons employed were: Excavation of Minerals (miscellaneous), Professional, Technical, and Managerial; Clerical and Sales; Mechanics Repairmen; and Excavating. Table 35 shows current employees by job classification within industries. Note that over one-third of the current employees were employed in jobs related to the extraction of minerals.

Current Employment Opportunities. Respondents were asked to indicate the number of current vacancies for each job classification. The industrial classification which indicated the largest number of vacancies was Mining. The Wholesale and Retail classification was second with government third. The occupational classification which had the largest number of vacancies

[2] U.S., Dictionary of Occupational Titles, Volume II, Department of Labor Manpower Administration Bureau of Employment Security, (Washington: Government Printing Office, 1965) pp. 1-24.

Table 34

Major Areas of Study
Desired by Respondents

Area of Study	Agriculture, Forestry & Fisheries	Mining	Contract Construction	Manufacturing	Transportation	Wholesale & Retail	Finance, Real Estate, & Insurance	Services	Government	Total	Rank
Business*	--	--	4	1	1	24	6	6	9	51	1
Sales/Mid Management	--	1	1	--	20	--	3	1	--	26	2
Secretarial	--	1	1	--	--	2	3	5	7	19	3
Auto/Diesel Mechanics	--	4	1	--	1	6	--	1	2	15	4
Transfer Type	--	--	--	--	1	2	1	3	4	9	5
Electronics	--	2	--	--	--	2	--	--	--	4	6
Machine Practices	--	1	1	1	--	--	--	--	--	3	7
Drafting	--	--	--	--	--	--	1	--	2	3	7
Home Economics	--	--	--	--	--	2	--	--	--	2	9
Mining Tech	--	1	--	1	--	--	--	--	--	2	9
Justice Administration	--	--	--	--	--	--	--	2	--	2	9
General	--	--	--	1	--	--	--	--	--	1	12

*Business Administration (13 responses), which is a transfer type program, was included in this area.

Table 35

Current Employees by
Job Classification Within Industries

Job Classifications	Agriculture Forestry & Fisheries	Mining	Contract Construction	Manufacturing	Transportation	Wholesale & Retail	Finance, Real Estate, & Insurance	Services	Government	Total	Percent of Total
Professional, Technical & Managerial	1	521	4	12	19	91	22	117	79	866	19.2
Clerical & Sales	--	129	8	10	13	271	56	88	103	678	15.0
Service	--	41	1	--	--	144	--	100	52	338	7.5
Farming, Fishery, Forestry	--	--	--	--	--	--	--	--	--	--	--
Processing	--	--	--	--	--	--	--	--	9	9	.2
Machine Trades	--	325	14	7	3	18	--	4	2	373	8.3
Bench Work	--	--	--	--	5	10	--	4	2	21	.5
Structural	11	554	38	--	17	14	--	1	28	663	14.7
Miscellaneous (Excavation of Minerals)	--	1,395	23	15	16	66	--	21	25	1,561	34.6
Total	12	2,965	88	44	73	614	78	335	300	4,509	100.0

was Machine Trades. Second and third respectively were Structural and Clerical and Sales. Table 36 shows current vacancies by job classification within industries.

The inference drawn from this data was that the current employment opportunities are in the Machine Trades and Structural occupations.

Future Employment Opportunities. The total new positions employers projected for 1977 is shown in Table 37. Note that the three job classifications in which employers anticipated the largest increases were: Clerical and Sales; Structural; and Professional, Technical, and Managerial. The three industrial classifications anticipating additional positions in rank order were: Wholesale and Retail, Mining, and Government.

From the data contained in Table 37, the inference was drawn that future employment opportunities would basically be in Clerical and Sales; Structural; and Professional, Technical, and Managerial occupations.

Handicapped. Respondents were asked to indicate whether or not they would be willing to hire a handicapped person for each of the job classifications they listed. Of those who checked yes, many commented that it would depend on the type and severity of the handicap.

Table 38 is a comparison of the total firms reporting jobs in the particular classification and the number of these firms that were willing to hire handicapped persons. The Clerical and Sales classification had the largest number of firms indicating they would hire a handicapped person.

The inference drawn from this data was that programs for handicapped persons might be more successful in placing graduates in Clerical and Sales; and Profession, Technical, and Managerial areas.

Table 36

Vacancies Within Industries
By Job Classification

Job Classification	Agriculture, Forestry & Fisheries	Mining	Contract Construction	Manufacturing	Transportation	Wholesale & Retail	Finance, Real Estate & Insurance	Services	Government	Total	Percent of Total
Professional, Technical & Managerial	--	2	--	--	--	--	1	1	3	7	5.0
Clerical and Sales	--	--	--	--	1	9	1	--	1	12	8.5
Service	--	--	--	--	--	6	--	--	4	10	7.1
Farming, Fishery, Forestry	--	--	--	--	--	--	--	--	--	--	--
Processing	--	--	--	--	--	--	--	--	--	--	--
Machine Trades	--	43	--	7	--	9	--	3	--	62	44.0
Bench Work	--	--	--	--	--	2	--	--	--	2	1.3
Structural	--	40	1	--	--	--	--	--	--	41	29.1
Miscellaneous	--	1	--	1	--	3	--	--	2	7	5.0
Total	--	86	1	8	1	29	2	4	10	141	100.0

Table 37

New Positions Projected for 1977

Job Classification	Agriculture, Forestry & Fishery	Mining	Contract Construction	Manufacturing	Transportation	Wholesale & Retail	Finance, Real Estate & Insurance	Services	Government	Total	Percent of Total
Professional, Technical & Managerial	--	--	--	1	2	8	7	6	19	43	16.2
Clerical and Sales	--	4	--	3	3	42	13	7	14	86	32.3
Service	--	--	--	--	--	8	--	4	5	17	6.4
Farming, Fishery, Forestry	--	--	--	--	--	--	--	--	--	--	--
Processing	--	--	--	--	--	--	--	--	7	7	2.6
Machine Trades	--	13	--	1	2	-8	--	--	1	9	3.4
Bench Work	--	--	--	--	--	3	--	--	--	3	1.1
Structural	--	22	34	--	4	2	--	1	--	63	23.7
Miscellaneous	--	17	--	1	7	10	--	3	--	38	14.3
Total	--	56	34	6	18	65	20	21	46	266	100.0

Table 38

Comparison by Job Classification of
Firms Willing to Hire Handicapped
With the Total Firms

	Total Firms Reporting Positions in Job Classification	Number of Firms Indicating Would Hire Handicapped
Professional, Tech. & Managerial	108	32
Clerical and Sales	137	75
Service	44	15
Processing	1	1
Machine Trades	21	8
Bench Work	8	2
Structural	22	5
Miscellaneous	41	10

Minimum Education Required. Respondents were asked to indicate years of education required for the jobs they listed. Table 39 shows the percent of firms requiring the number of years of education indicated within each job classification.

Table 39

Minimum Years of Education
Required by Job Classification

	Years of Education								
Job Classification	0 %	1-8 %	9-11 %	12 %	12-14 %	15-16 %	17+ %	Blanks %	Total
Professional Tech. & Managerial	18.1	1.4	.7	33.3	6.9	13.2	7.6	18.8	100.0
Clerical and Sales	9.5	5.9	4.5	51.1	5.4	2.3	--	21.3	100.0
Service	18.5	4.6	9.2	16.9	6.2	--	--	44.6	100.0
Processing	--	--	--	100.0	--	--	--	--	100.0
Machine Trades	7.4	3.7	7.4	33.3	7.4	3.7	--	37.1	100.0
Bench Work	12.5	12.5	--	25.0	12.5	--	--	37.5	100.0
Structural	6.5	4.4	10.9	30.4	--	--	--	47.8	100.0
Miscellaneous (Excavation of Minerals)	--	18.3	8.2	28.6	--	--	--	44.9	100.0
Total	11.6	5.5	5.0	37.8	5.1	4.5	2.0	28.5	100.0

In almost half (49.4%) of the job classifications, employers indicated they required a minimum of twelve or more years of schooling.

Due to recent court ruling in this area, firms can no longer have a blanket education requirement for hiring personnel. This might account for some of those firms stating no minimum age requirement.

SUMMARY OF CONCLUSIONS

The inference drawn from the data in this chapter are listed below.

1. Wherever possible, programs be developed to meet the training and educational needs of the mining industry.

2. There was a possible need for programs designed for the small businesses in the wholesale-retail classification.

3. The types of programs desired by business and industry in rank order were:
   a. Business related
   b. Technologies
   c. Transfer
   d. Home Economics
   e. General

4. Current employment opportunities were in the Machine Trades and Structural Occupations.

5. Future employment opportunities were in Clerical and Sales; Structural; and Profession, Technical, and Managerial occupations.

6. Handicapped programs would probably be more successful in placing graduates in Clerical and Sales, Professional, Technical, and Managerial areas.

Chapter 6

RESULTS, EVALUATIONS, PROBLEMS AND SUGGESTIONS

RESULTS

The determination of programs desired by both the community and business and industry was achieved through the use of a matrix (Figure 2). The programs desired by the community were listed down the left side and those needed by business and industry across the top. An "X" was placed in the intersecting squares when a program met both community and business and industry needs.

The programs common to both the community and business and industry were: Business, Sales Mid-Management, Secretarial, Auto/Diesel Mechanics, Transfer Type Programs, Justice Administration, Home Economics, Electronics, Drafting, Mining Technology, and General.

In order to determine the vocational programs which should be offered in the Globe-Miami area, a second matrix (Figure 3) was constructed. The programs common to both the community and business and industry were listed down the left side and the agencies offering vocational training programs were shown across the top. Symbols were placed in the intersecting squares when the programs listed on the left side were offered by an agency across the top.

Due to the restrictions imposed by those agencies offering programs, it was concluded that it would be logical for EAC to offer all of these programs to the general public.

The programs were: Business, Sales/Mid-Management, Secretarial, Auto/Diesel Mechanics, Transfer Type Programs, Justice Administration, Home Economics, Electronics, Drafting, Mining Technology, and General.

EVALUATION

The goals and objectives of the project were achieved. The procedures and instruments developed can be adapted and used for surveys of other communities. The items listed in the proposal as evidence of completion for each procedure are contained within the body of this report, the appendices, or on file at EAC.

PROBLEMS

Major problems encountered fell into three general areas: (1) Maintaining the time frame, (2) Interviewing the random sample, and (3) Affects of the impending copper strike.

Figure 2

Matrix to Determine Programs Desired by
Both the Community and Business and Industry

Community Educational Aspirations and Desires		Business and Industry Manpower Educational and Training Needs											
			Business	Sales/Mid-Management	Secretarial	Auto-Diesel Mechanics	Transfer	Electronics	Machine Practices	Drafting	Home Economics	Mining Technology	Justice Adm.	General
		Total Firms	56	26	21	15	10	4	3	3	2	2	2	1
Program	Total No. Responses	Total No. FT Employees	615	182	238	3033	139	2495	353	36	24	6	90	16
Business	279		X	X	X									
Psychology	173						X							
Nursing	164													
Home Ec.	157										X			
Automotive	151					X								
Photography	147													
Art	143													
Justice Adm.	129												X	
Jewelry	123													
Diesel	107					X								
Pre Med & Pharm.	103						X							
Mining Tech	97											X		
Bio. Science	93						X							
Mech. Engr.	89						X							
Elem. Ed	86						X							
Electronics	83							X						

Figure 2 (cont'd)

Matrix to Determine Programs Desired by
Both the Community and Business and Industry

Community Educational Aspirations and Desires		Business and Industry Manpower Educational and Training Needs												
			Business	Sales/Mid-Management	Secretarial	Auto-Diesel Mechanics	Transfer	Electronics	Machine Practices	Drafting	Home Economics	Mining Technology	Justice Adm.	General
Program	Total No. Responses	Total Firms	56	26	21	15	10	4	3	3	2	2	2	1
		Total No. FT Employees	615	182	238	3033	139	2495	353	36	24	6	90	16
Anthropology	83													
Physical Ed	74						X							
Drafting	63									X				
General	61													X
Political Sci.	57						X							
Agriculture	56						X							
Secondary Ed	48						X							

Figure 3

Matrix to Determine
Vocational Programs Which Should Be Offered

Programs Common to Both Community And Business and Industry	Angencies Offering Vocational Programs		
	Public Schools	Unions	Business & Industry
Business			RE**
Sales/Mid-Management	RS*		RE
Secretarial	RS		RE
Auto/Diesel Mechanics	RS	RE	
Transfer			
Justice Administration			
Home Ec	RS		
Electronics	RS		RE
Drafting			
Mining Tech			
General			

*RS Restricted to Students
**RE Restricted to Employees

Maintaing the Time Frame

The original time frame of approximately six months proved to be more realistic than the four and one-half months attempted. The committee needed more time to develop and field test the survey instruments.

Interviewing the Random Sample

Difficulties encountered in this area were:

a. Obtaining interviewers
b. Persons refusing to answer the questionnaire
c. Specified persons were not at home necessitating several trips to complete the interview

Affects of the Impending Copper Strike

Negotiating between the copper companies and unions started several weeks before the project was to be completed. Because of the negotiations, it was difficult to have Committee meetings and obtain the completed questionnaires from the mining industry. This was due to the fact that some of the individuals involved in the negotiations were either on the Committee or the persons responsible for completing the questionnaire for that industry.

SUGGESTIONS

It is felt that the following suggestions would have eliminated or reduced some of the problems encountered in this study.

Time Frame

In order to provide the committee with sufficient time to develop and field test the survey instruments and allow some slack for unforseen problems, it is suggested that the time frame for the project of this nature be at least six months.

Publicity

In order to increase the returns and make the interviewers job easier, it is suggested that every means be utilized to inform the community of the purpose of the survey and the importance of their individual participation.

Interviewers

In order to find the proper individuals for interviewing, it is suggested that the search for these persons be started as early as possible. In remote areas, it may be difficult to find the proper individuals for this important task.

Selection of a Random Sample

In order to increase the chances of obtaining an interview, it is suggested that the random sample should be selected by address rather than by name.

Business and Industry

In order to obtain more accurate information, particularly in the area of job classification, it is suggested that the survey of business and industry be by personal interview, rather than by mail.

Chapter 7

CONCLUSIONS AND RECOMMENDATIONS

The conclusions have been divided into two areas--1. Target Groups for needed programs and 2. Vocational Programs identified as meeting the needs of both the community and business and industry.

The recommendations are in four areas--1. Programs for development, 2. Areas for further investigation, 3. Areas for expansion, and 4. Area of Public Information.

CONCLUSIONS

Target Groups

The groups listed below (not ranked) have been identified as target groups for programs needed in the Globe-Miami area.

1. Community
   a. Handicapped
   b. Persons needing job upgrading
   c. School dropouts
   d. Senior Citizens
   e. Women returning to the labor market

2. Business and Industry
   a. Mining Industry
   b. Wholesale-retail firms

Vocational Programs

It was concluded that the vocational programs which were identified as meeting the needs of both the community and business and industry were: Business, Sales/Mid-Management, Secretarial, Auto/Diesel Mechanics, Justice Administration, Home Economics, Electronics, Drafting, and Mining Technology.

RECOMMENDATIONS

Programs for Development

It is recommended that the programs listed below be fully developed by EAC at the Gila Pueblo. Many of the courses contained in the recommended programs are currently being offered at the Gila Pueblo.

Business, Sales/Mid-Management, and Secretarial. These programs should

meet needs expressed by all identified target groups with the exception of the Senior Citizens. The basis for this recommendation is the large number of persons within the community and the large number of firms indicating desire or need for these programs.

Auto/Diesel Mechanics. These programs would be directed toward those persons desiring job upgrading, the community in general, and the needs of business and industry. The basis for this recommendation is the large community interest and number of firms indicating a need for these particular programs.

Justice Administration. This program would be aimed toward the community in general, those persons wanting job upgrading and some need expressed by interest expressed by the community and some need from business and industry.

Home Economics. This program would be directed mainly at the community in general and the few firms expressing a need. High community interest is the basis for this recommendation.

Areas for Further Investigation

Electronics, Drafting, and Mining Technology. These were considered possible programs. However, due to the small number of community expressing an interest and the small number of business and industry indicating a need, it is recommended that further determination of employment opportunities in this area be made.

Handicapped. Due to the number of handicapped persons under age 65 in this area, it is recommended that further investigation be made to determine types of programs needed by this group.

Areas for Expansion

General and Transfer Programs. Due to the high demand by the community for these programs, it is recommended that the basic core of general education courses be expanded so that students in transfer type programs will be able to complete at least their freshman year. This basic core of courses would meet the needs of those in the community wanting transfer programs, provide a diversity of courses for exploration and could be used in a Career Education program.

Special Interest Courses. It is recommended that the types and numbers of special interest courses be increased. These courses could be designed for three possible target groups--1. Senior Citizens, 2. Housewives, and 3. The community in general. High community interest is the basis for this recommendation.

Area of Public Information

Although no definitive data was available, it was the consensus of the interviewers, committee, and project director that a large portion of the community and business and industry were unaware of the many ways in which EAC might be of assistance. It is recommended that EAC embark on a program designed to bring this information to the attention of the entire community.

BIBLIOGRAPHY

BIBLIOGRAPHY

U.S., Summary Manpower Indicators for Gila County in Arizona 1970 Census of Population, Department of Labor Manpower Administration Data Systems and Reports, Region IX, June 1972, (San Francisco: Regional Manpower Administration) p. 4.

U.S., Standard Industrial Classification Manual, Executive Office of the President Bureau of the Budget, (Washington: Government Printing Office, 1967).

U.S., Dictionary of Occupational Titles, Volume II, Department of Labor Manpower Administration Bureau of Employment Security, (Washington: Government Printing Office, 1965) pp. 1-24.

APPENDICIES

APPENDIX A

Questionnaire for Students Only

EASTERN ARIZONA COLLEGE

GLOBE-MIAMI AREA
EDUCATIONAL NEEDS SURVEY

(For Coding Only)

1- 1. Do you plan to (check one):
1 __1 Continue your education this fall?
2 __2 Go to work now and continue your education later?
3 __3 Go to work now with no plans for continuing your education?
4 __4 Go to work now and continue your education this fall on a part-time basis?
5 __5 Go into the military services?
6 __6 Other_____

2-4 5-7 2. If you are going to work full-time, what type of job are you planning to obtain?

--- ---

_____ _____
Type of industry Type of work

8- 1 2 3 4 5 3. If you are planning to continue your education this fall, please indicate your plans.

9-12 __1 University _____ _____
Major Where

---- __2 Jr. College _____ _____
13-14 Major Where

-- __3 Trade School _____ _____
Major Where

__4 Apprenticeship _____ _____
Major Where

__5 Finish High School

15-1 2 4. Do you need financial aid to carry out your educational plans?
__Yes __No

16-1 2 5. Check whether you would prefer to stay home and attend a junior college or attend a college away from home:

__Stay at home (approximate cost for fees and books while living at home -- $300.00 per year)

__Away from home (Approximate cost for room, board, fees and books while living away from home -- $2,000.00 per year)

APPENDIX A

Questionnaire for Students and Random Sample

EASTERN ARIZONA COLLEGE

GLOBE-MIAMI AREA
ADULT EDUCATIONAL NEEDS SURVEY

(For Coding only)

17- 1 2 3 4 5 6 7 8 9

1. Age Group (check one):
__16-17 __18-19 __20-21 __22-24 __25-30 __31-39
__40-49 __50-59 __60 and over

18- 1 2

2. Sex (check one): __Male __Female

19- 1 2 3 4 5 6

3. Check highest grade finished:
Grades __1-8 __9-11 __12 __13-14 __15-16 __Graduate Study

20- 1 2

4. Are you now in school? __Yes __No. If yes, __Full-time __Part time.

21- 1 2

22-29- 1 2 3 4 5 6 7 8

5. Occupation (more than one may be checked):
__1 Working full-time
_____ _____
Type of Business Type of work you do

30-32 33-35

__2 Working part-time
_____ _____
Type of Business Type of work you do

--- ---

36-38 39-41

--- ---

__3 Student
__4 Housewife
__5 Unemployed
__6 Retired
__7 Disabled
__8 Other _____

42-50 1 2 3 4 5 6 7 8 9

6. Do you regularly (check appropriate ones):
__1 Read the "Silver Belt" __6 Listen to KIKO
__2 Read the "Record" __7 Listen to KNJB
__3 Read the "Arizona Republic" __8 Watch Phoenix TV _____
__4 Read the "Arizona Daily Star" __9 Watch Tucson TV _____
__5 Watch Cable TV Channels

51-1 2

7. Are you aware that EAC offers classes in the Globe-Miami area?
__Yes __No

52- 1 2

8. Do you think the classes offered by EAC in the Globe-Miami area are needed? __Yes __No

9. Listed below are two-year transfer or job-type programs or courses available at EAC. Number 1 to 3 your first three choices you would take if offered at the Gila Pueblo next fall:

53-54 55-56 57-58

--- --- ---

__1 Agriculture __9 Anthropology __17 Elementary Education
__2 Biological Science __10 Jewelry __18 Art
__3 Secondary Education __11 Business __19 Home Economics
__4 Law Enforcement __12 General __20 Political Science
__5 Pre-Med & Pharmacy __13 Nursing __21 Automotive
__6 Diesel __14 Psychology __22 Electronics
__7 Mechanical Engineering __15 Drafting __23 Mining Technology
__8 Photography __16 P.E. __24 Other_____

59- 1 2 3

10. Would your first choice above be for (check one):
__Degree __Job Upgrading __For own interest

60- 1 2

11. Are you interested in obtaining a high school equivilancy diploma (GED)?
__Yes __No

61- 1 2 3 4

62- 1 2 3 4 5 6 7

APPENDIX B

Parents Questionnaire

GLOBE-MIAMI
GILA PUEBLO CAMPUS
SURVEY

1. Have you encouraged your son or daughter to get further education or training through: (Check one)

   _____Apprenticeship Training

   _____Trade School

   _____Junior College

   _____University

2. If so, what area is he or she interested in? _____

   _____

3. Have you ever been on the Gila Pueblo Campus? Yes____ No____

4. Have you ever taken a course at the Gila Pueblo? Yes____ No____

5. Would you encourage your son or daughter to take classes at the Gila Pueblo? Yes____ No____

6. Has your son or daughter been given enough information about:

   Programs that are available at the Gila Pueblo Campus? Yes___ No___

   Financial Aid for attending Gila Pueblo Campus? Yes____ No____

   How to apply for attendance at the Gila Pueblo Campus. Yes___ No___

APPENDIX C

Business and Industry Questionnaire

_____
Name of person completing form

1. Number of empolyees at present, including self:

   a. Number of full-time employees (35 hours per week or more) ___

   b. Number of part-time employees (less than 35 hours per week) ___

2. Seasonal employer (Christmas, tourism, etc.)? Yes ___ No ___

   If yes, dates of seasonal employment: No. Hired For Season

   a. From _____ To _____ ___

   b. From _____ To _____ ___
   (if more than one period)

3. Is this a firm that is basically operated by a family? Yes ___ No ___

   If yes, how many family members participate in its operation? ___

4. What specific programs do you feel Eastern should offer that would most benefit your business?

   _____

   _____

   _____

   _____

APPENDIX C

Business and Industry Questionnaire Continued

Occupations In Your Firm Job Titles Please list each different occupation in your firm or agency. Add descriptive words, classes, or grades that will clarify the nature of the job.	A	B	C	D	E	F	G		H		I		J	
		Minimum Years of education you require for this job	Number now employed	Number needed now (Vacancies)	Total projected employees in 1977	Number of present employees needing refresher or additional training	Would hire graduate of vocational training program to fill vacancies		Would hire handicapped person for this job		Would employ on a part-time basis a member of a vocational school program		Does firm have a formal training program	
							Yes	No	Yes	No	Yes	No	Yes	No
EXAMPLE: Clerk-typist		12	3	1	5	2	x		x			x		x
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 18 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION